Classroom Map

My classroom consists of an 800 sq ft. room for a first grade class. This classroom is designed as a place where students can feel comfortable in and feel that it’s “their “classroom. The room is designed to emphasize learning and motivate students to read and write. As you walk in from the upper left corner you will pass by a counter top with a sink with cabinets on the bottom. As you walk further into the classroom you will find a kidney shaped table in the center of the back wall and beside the table is the teacher desk on the opposite side of the door. Behind the desk you will find a compact refrigerator and a bookshelf. Beside the teacher’s desk there is a 3`x 6` metal storage cabinet and further along the same wall there is a 3`x 2` 6`` computer desk that holds two computers. As you walk past a little further you will run into a 4` x 1` and 1`` multi section storage unit along the wall with another storage unit beside it at an angle. In the middle of the classroom you will see five groups of students desk grouped together. Each student’s desk is a 2 student desk, so they will be 2 sets of desk for 4 students to seat in each group. The focal point of the room would be the white board in front of the classroom with one bulletin board on each side of it. In front of the white board on the right side is a big book easel as well as floor seating for student to sit. On the right wall of the classroom there is 2` ½ x 3` 2`` storage cubby and along the same wall we have our reading/library center, which I have made it to an oasis where student can come and sit down and relax on bean bags or sit and lay on the floor on top of the circular rug. The center also includes two 3`x 1` bookshelves along the wall. The choice and placement of my elements in the classroom identify my position towards the different educational philosophies elements like the teacher’s desk, the student’s desk, the storage units, the dry erase board, and the kidney table all are essential elements in the classroom.

The teacher’s desk, which is a 2 ½ ` x 3` 2``, is an essential element in the classroom that reflects my philosophy of education. The desk is located in the upper back right corner of the classroom. It is positioned diagonally across the corner overseeing the whole classroom. The location of the desk was arranged this way in order for the teacher to have a broad view of every corner in the classroom. Having the teacher’s desk in the back allows the teacher to see the entire classroom as well as what the students are doing at all times. This element in the classroom will be used by the teacher as a work area to grade papers, write lesson plans, and work on anything he/she might need to. The desk is uncluttered in a space where students are able to come and ask the teacher any questions or problems they might have. By placing the desk in the back allows the students to be less focused on where the teacher is and more of what they are doing and working on giving it a more progressivism approach. The teacher’s desk is there for students to come and get some feedback or help whenever they need it. As for the teacher it gives him/her a way to monitor her students at all times to make sure they are staying on task. The focus of the classroom should be off the teacher and on the students. The placement of the desk allows the person coming into the classroom to see that the classroom is student centered instead of teacher centered. The usage of the desk also gives this element an essentialist point of view due to the desk being used for grading and writing lesson plans to make the teacher’s lectures clearer for the students. The openness of the area among the desk also gives the students the ability to walk up to the desk and ask questions or feedback on how they are doing on the task that they are working on. I would say the desk reflects more of a progressivism approach than essentialism because of where it’s placed but because of what the desk will be used for puts an emphasis on the importance of lesson plans being clear and grades being given.

Another element on the map is the student’s desk. The student’s desk are dual desk, which allows two students to sit together at all times, so no matter how you move the desk or group them students will always have a partner next to them. The desks are arranged in five groups in the middle of the room with four students in each group. The desk will be used by the students as their personal work area to do activities or work on any task they need to accomplish. I am a firm believer on cooperative learning and having the student’s desk into groups gives students a bigger area to work on. Having the students face each other allows students to have communication with all four members in the group. The student’s desk reflects a progressivism approach to teaching. By grouping the student’s desk allows our environment to be more collaborative. I hope to teach bilingual students and grouping students together will only help these students to learn, hear, and speak the English language faster than having them seat by themselves. Allowing students to have a partner beside them at all times allows them to ask for help to their peers before asking the teacher. It’s important that students feel confident and comfortable asking their peers for help and having them seat next to them throughout the class will allow them to build and bond with one another. It’s important that students help one another because what one students might know and understand well one student might not, so encouraging them to ask for each other’s help will help them in the real world when they are in the work field to not feel afraid to ask for help from their coworkers.

The 10`x ½ `` dry erase board in the front of the room is the focal point of the classroom. The board is arranged in the front of the room for all students to see from their desk or anywhere else in the room. This important element is to be used by the teacher as a way of explaining, introducing, giving instructions, reporting, or modeling concepts being learned in the classroom. The students will also use this element as a way to practice their learning whether through doing math problems, writing, reading, or labeling. The board will be used as a source of information. Students will have to look at the board for their daily schedule for the day as well as center rotations. The board will assist the teacher in her lessons as a visual aid for the students to see as they learn math, science, social studies, reading, and writing. How this board will be used only reflects its essentialism approach to education. Having a board in front of the classroom and using it for teaching or explaining purposes focuses on the basics of learning. As a teacher you need to explain and show the students on the board on how to do basic skills before they can go on and learn other things. Teaching the basic skills will give students the foundation needed to build off their knowledge for further learning. The teacher uses the board he/she as part of her/his lecture to the students. The board offers the students the ability to go up and practice what they learned, so the teacher can assist them with any issues they might have. The teacher can give the student feedback on what he/she did wrong as well as ask higher level questions to see if they fully understood the concept being learned. Having the board in front of the classroom sets a high structured environment due to the white board symbolizing a teacher centered classroom.

The two storage units on the left corner wall consists of a 4`x 1` 1`` multi section storage unit and a 3`x1` storage unit. These storage units are placed together making an upside down “L” shape in the classroom making it easier for the students and the teacher to come and grab paper supplies, activities, or manipulative needed. The multiple section storage unit will be used to store paper materials like lined paper, construction paper, white or vanilla paper. Any homework or graded papers will also be turned in and stored here. The smaller unit is a cubby section bookshelf where different manipulatives will be stored as well as spelling games, and listening activities with headphones and cassette players. This element will be used in the morning as a place where students can turn in their homework, as a place where students and the teacher can go a grab any materials they need during class as well activities during center time, and at the end of class where the teacher will store her graded papers to pass back out to the students. The functionality of this element reflects the progressivism approach to this classroom. This area in the classroom is there to suit everyone in the classroom as a place to store and take needed materials anytime students wish too. The storage units consist of an appropriate height for all students to reach. Making this area a place where students can be independent and go and grab the materials they need to take back to their desk. By working collaboratively as a class we will help one another keep this area organized and return items in their appropriate spot, so items will be easy to find for the next person to use. This storage area will help students be responsible of keeping it in order as well as help them feel independent, which are personal skills that will help them in as they grow older and function in the real world.

The 6` x 4` kidney shaped table with in the middle of the back of the classroom is another interesting element in my classroom. This table is located in the back of the classroom beside the teacher’s desk for the teacher to have easy access to and from her desk. Having the desk by the teacher’s desk and the literacy center allows this table to be away from any talking or noises during center time. This table will be used as an activity table/ guided reading table for the class. The students have enough space to sit on the floor in front of the table if anything is being demonstrated or shown. Having the student table shaped like a kidney allows the teacher to be arms length away from any students that might be seated with her. Also this shape allows students to focus on the teacher as she sits in the middle of the table. The table and its shape reflect a progressivism approach for teaching. This table is too be used as a guided reading table where students come sit down and are guided by the teacher on how to read, write, and spell. It can also be used for math and science activities, but no matter what its purpose is it’s a way for students and the teacher to work collaboratively on the activity in which they are working on. This table allows the teacher to work on and figure out on any problems the student might have on learning. For example, if you are doing guided reading on this table you can hear each child reading out loud from the middle of the table. The teacher is able to stop and focus on the student that is reading or mispronouncing a word wrong to help them read more effectively while listening to others read. Being able to seat closely and around one another allows the teacher to identify, and assist on any problem areas that the students might have a hard time on. The teacher is also able to ask questions and talk about problem solving activities that will help students in their learning.